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ABSTRACT

This content analysis schedule for the Calexico Intercultural Design of Calexico, California, presents information on the history, funding, and scope of the project in its second year. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Inserts include a list of detailed objectives for teacher schedules. This analysis has been verified. (SK)

ERIC

Project #279
Calexico, Calif.

PROJECT BEST
Bilingual Education Applied Research Unit
N.Y.C. Bilingual Consortium
Hunter College Division
695 Park Avenue
N.Y., N.Y. 10021

ED 080022

CHECK (✓) DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE

VERIFIED BY PROJECT

✓ Initial Proposal

✓ 2nd Year Continuation

_____ 3rd Year Continuation (on separate C.A.S.)

Give Dates and Note if Evaluation is included in continuation.

	1st year	2nd year	3rd year
Evaluation design			
Interim evaluation			
Final evaluation			
Pre-audit			
Interim audit			
Final audit			

FL004522

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Project BEST
Bilingual Education Applied Research Unit
Hunter College, 695 Park Ave., N.Y., N.Y. 10021

CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS

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0.5 State (checklist) 1

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4.2 Students - total number 2
4.3 Students - grade level, number of classes, and number of students by grouped grade levels 2
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Developed by Marietta Saravia Shore
Coordinator, BEARU

ERIC - verified

bilingual education applied research uni.
project b.e.s.t.
n.y.c. consortium on bilingual education

0.1 Project No. 279

CONTENT ANALYSIS SCHEDULE
FOR BILINGUAL EDUCATION PROGRAMS

Research Assistant C. Nafus - L. Lavine Date 6-2-72

0.2 Name of Project Calexico Intercultural Design

0.3 Address of Project Calexico Unified School District

0.4 P.O. Box 792
Calexico, Calif. 92231

.05 STATE 0.5 3

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
(3)-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII:

see Project No.
(97) - 1969
07 - 1970
17 - 1971

1.1 97

2.0 FUNDING (Mark all that apply)

2.1 (1)-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned

2.1 1 C6

2.2 Year prior funding began

2.2 n.s.

2.3 Prior bilingual program involved:
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.3 1, 2, 3

2.4 Source of prior bilingual program funding:

1-local	4-university
2-state	(5)-federal (specify) Title III (Bilingual Project p6)
3-foundation	6-other (specify)

2.4 5

2.5 1-CONCURRENT funding of program(s), if cooperating with Title VII program
0-no concurrent funding mentioned

2.5 1

2.6 Concurrent program cooperating with Title VII involves:
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
(3)-secondary students (grades 7-12)
4-teachers

2.6 3 p2

0.3 Address of Project Calexico Unified School District

0.4 P.O. Box 792
Calexico, Calif. 92231

.05 STATE 0.5 3

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
(3)-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII:

see Project No.
(97 - 1969)
07 - 1970
17 - 1971

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0-not specified

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2.4 Source of prior bilingual program funding:
1-local
2-state
3-foundation
4-university
(5)-federal (specify) Title III (Bilingual Project p6)
6-other (specify)

2.4 5

2.5 1-CONCURRENT funding of program(s), if cooperating with Title VII program
0-no concurrent funding mentioned

2.5 1

2.6 Concurrent program cooperating with Title VII involves:
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
(3)-secondary students (grades 7-12)
4-teachers
0-not specified

2.6 3 p2

2.7 Source of concurrent funding, if cooperating with Title VII program:
(1)-local
2-state
3-university
4-federal (specify)
5-other (specify)
6-foundation support

2.7 1 p3C

2.8 Total Title VII grant (first year only)

2.8 $128,402

2.9 Total funds for concurrent program(s) cooperating with Title VII (first year)

2.9 29,711 p3

3.0 1-If a UNIVERSITY is working with the Title VII program, specify which:
0-none

3.0 0

4.0 SCOPE of PROJECT

4.1 Numbers of schools involved in Title VII program: 4.1 2

1-one 4-four 0-not specified
2-two 5-five
3-three 6-other

4.2 Total number of students in program A. First year 4.2 A 180
B. Second year B 240
C. Third year C ____

4.3 Grade level of students in program; number of classes per grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes
PS-PreSchool	
K-Kndgtn	
PSK	TOTAL NO. students PS and K

Grade	Number of Classes
(7) grade 7	2
(8) grade 8	2
(9) grade 9	2

B 180 TOTAL students gr. 7-9

4.3 PSK ____ A ____ B ____ C ____ C.4

C = Continuation

1-grade 1 (grade K-6 not funded by USOE)
2-grade 2
3-grade 3
4-grade 4
5-grade 5
6-grade 6

A 0 TOTAL students gr. 1-6

Grade	Number of Classes
(10) grade 10	2
11-grade 11	
12-grade 12	

C 60 TOTAL students gr. 10-12

4.4 1-All classes graded 4.4 1
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together: ____

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box) (Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT: 200	II E-Dom - NEMT: 10
2. Total English Mother-Tongue		II_2 E-Dom - EMT: 30

I Total Non-English Dominant: 200

II Total English Dominant: 40

5.0		No.	%
NE dom N-EMT	I	200	83
E dom NEMT	II_1	10	4
E-Dom EMT	II_2	30	13
Total E-Dom II= $II_1 + II_2$		40	17

Main target population included 120 students in grades 7-10 who are monolingual spanish-speaking students ...
(Another group in gr. 4-10 whose greatest competence in in english but who may also possess competency in Spanish. C p.66

KEY:

Non-English Dominant	English Dominant
	E-Dom N-EMT

grade and total number of students by grouped grade levels
(by second year)

Grade	Number of Classes
PS-PreSchool	
K-Kndgtn	
PSK	TOTAL NO. students PS and K

Grade	Number of Classes
7-grade 7	2
8-grade 8	2
9-grade 9	2
B 180	TOTAL students gr. 7-9

4.3 PSK ...
A ...
B ...
C ...
C.4
C = Continuation

1-grade 1	(grade 1-6 not funded by USOE)
2-grade 2	
3-grade 3	
4-grade 4	
5-grade 5	
6-grade 6	
A 0	TOTAL students gr. 1-6

10-grade 10	2
11-grade 11	
12-grade 12	
C 60	TOTAL students gr. 10-12

4.4 1-All classes graded
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together:

4.4 1

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT: 200	II E-Dom - NEMT: 10
2. Total English Mother-Tongue		II_2 E-Dom - EMT: 30

5.0		No.	%
NE dom N-EMT	I	200	83
E dom NEMT	II_1	10	4
E-Dom EMT	II_2	30	13
Total E-Dom II= II_1 + II_2		40	17

I Total Non-English Dominant: 200
II Total English Dominant: 40

Main target population included 120 students in grades 7-10 who are monolingual spanish-speaking students ...
(Another group in in english but who may also passess competency in Spanish ... C p.66

KEY:

	Non-English Dominant N-E Dom N-EMT	English Dominant E-Dom N-EMT
Non-English Mother Tongue	Example: a native Spanish speaker who uses Spanish in most contacts though he may know English	Example: a native Spanish speaker who uses Spanish only in familiar contacts, and English in all others; school, work.
	N-E Dom - EMT	E-Dom - EMT
English Mother Tongue	Example: (rare) a native English speaking Puerto Rican child, born in New York who returns to Puerto Rico and becomes Spanish dominant	Examples: 1)a native E.speaking acculturated American who may or may not know a second lang. 2)a native E. speaking Mexican-American child who has a minimal receptive knowledge of Spanish, but has a Latin culture affiliation

5.2 Cultural or Ethnic identification of target students in program by number and % of each:

Indigenous Americans:		Number	Per Cent of Total Students	if inferred, check (✓)
A1 Navajo	A1	.....	..... %	.....
A2 Cherokee	A2	.....	..... %	.....
A3 Other (specify)	A3	.....	..... %	.....
A TOTAL No. of American Indian A		.....	..... %	.....
Americans of other ethnic backgrounds:				
B1 Mexican-American	B1	210	81 %	.....
B2 Puerto-Rican	B2	.....	..... %	.....
B3 Cuban	B3	.....	..... %	.....
B4 Other Spanish-American (specify)	B4	.....	..... %	.....
B TOTAL No. of Spanish-speaking Americans	B	.....	..... %	.....
C Portuguese-American	C	.....	..... %	.....
D Franco-American	D	.....	..... %	.....
F Chinese-American	F	.....	..... %	.....
G Eskimo	G	.....	..... %	.....
H Russian	H	.....	..... %	.....
J Other	J	.....	..... %	.....
I TOTAL number of N-EIT target students		210	81 %	.....

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1 ns	E1 30	13 %	.....
E2	E2 —	..... %	.....
II TOTAL number of EIT students other than target population	30	13 %	.....

5.4 Students' native language or mother tongue if DIFFERENT from their dominant language. 5.4 1-10-40%

Dominant language	Different Native Language (specify)	Number	Per Cent
1-English	Spanish	10	4
2-Spanish	.....	.....	.....

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language of students in program			Number of Monolingual Students			Number of students Bilingual to any extent				
Number		%	not spec.	No.	%	not spec.	only listening comprehension No.	%	speaking ability No.	%
E 40	English	17	...	30	75	...	10	25%	...	...
A	American Indian									

ns

B1	Mexican-American	B1	210	81 %	
B2	Puerto-Rican	B2		%	
B3	Cuban	B3		%	
B4	Other Spanish-American (specify)	B4		%	
B	TOTAL No. of Spanish-speaking Americans	B		%	
C	Portuguese-American	C		%	
D	Franco-American	D		%	
F	Chinese-American	F		%	
G	Eskimo	G		%	
H	Russian	H		%	
J	Other	J		%	
I	TOTAL number of N-EMT target students		210	81 %	

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1	ns	E1	30	13 %
E2		E2		%
II	TOTAL number of EMT students other than target population		30	13 %

5.4 Students' native language or mother tongue if DIFFERENT from their dominant language. 5.4 1-10-4%

Dominant language	Different Native Language (specify)	Number	Per Cent
1-English	Spanish	10	4
2-Spanish			

5.5 Students' Dominant Language and Extent of Bilingualism

	Dominant language of students in program			Number of Monolingual Students			Number of students Bilingual to any extent				
	Number		%	not spec.	No.	%	not spec.	only listening comprehension No.	%	speaking ability No.	%
E	40	English	17		30	75		10	25 %		
A		American Indian									
A1		Navajo									
A2		Cherokee									
A3		Keresan									
A4		Other (spec.)									
B	200	Spanish	83		80	40		120	60 %		
C		Portuguese									
D		French									
F		Chinese									
G		Eskimo									
H		Russian									
J		Other (spec.)									

project entered

ns

5.6 Recruitment of Students: 5.6 3

0 - not specified
1 - English Mother Tongue and Non English Mother Tongue Students are required to participate in the bilingual program
2 - Only N-EMT are required to take program; EMT's participation is voluntary
3 - Both EMT and N-EMT participation is voluntary
4 - Students selected according to some criteria of project (in addition to language)

5.7 Proportion of E-Dom pupils in project area: see Chart C 5.7 15%
n.s.- not specified on the chart

5.8 Community Characteristics (mark ally that apply) 5.8 3,4
(% if more than one category, indicate percent for each)

1 - inner city-ghetto, barrio ..... %
2 - major city ..... %
(3) - small city, town or suburb ..... %
(4) - rural, farm ..... %
5 - other (specify) reservation

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) 5.9 A. 66% (C.4)
B. Average family income, if mentioned B. n.s.
n.s. - not specified

5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank) 5.10 n.s.
n.a. - not applicable (no EMT)
00 - not specified

5.11 Proportion of migrant students in project (Indicate specific percent) 5.11 50%
n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: 6.1 I 1
II 1

	I for N-EMT group	II for EMT group
(1) was made	✓	✓
2 will be made		
0 not mentioned		

6.2 If a sociolinguistic survey was or will be made, mark all groups included: 6.2 I 2
II 2

	I N-EMT	II EMT
1 parents		
(2) children	✓	✓
3 teachers		
4 community		
5 others (specify)		

6.3 Language dominance of N-EMT groups (check A parents, B children, C teachers) will be determined by the extent each language is used in different domains through various means of communication.
e.g. specify extent descriptively: never, sometimes, always 6.3 A NS
B
C

DOMAINS:	USE NON-ENGLISH LANG. LISTENING	SPEAKING	READING	WRITING	USE ENGLISH LISTENING	SPEAKING	READING	WRITING
1 Home								
2 Church								

5.8 Community Characteristics (mark ally that apply) (% if more than one category, indicate percent for each)

1 - inner city-ghetto, barrio ..... %
2 - major city ..... %
(3) - small city, town or suburb ..... %
(4) - rural, farm ..... %
5 - other (specify) reservation

5.8 3, 4

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES)

B. Average family income, if mentioned

n.s. - not specified

5.9 A. 66% (C.4)

B. n.s.

5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank)

n.a. - not applicable (no EMT)

00 - not specified

5.10 n.s.

5.11 Proportion of migrant students in project (Indicate specific percent)

n.s. - not specified

5.11 50%

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey:

	I for N-EMT group	II for EMT group
(1) was made	✓	✓
2 will be made		
0 not mentioned		

6.1 I 1
II 1

6.2 If a sociolinguistic survey was or will be made, mark all groups included:

	I N-EMT	II EMT
1 parents		
(2) children	✓	✓
3 teachers		
4 community		
5 others (specify)		

6.2 I 2
II 2

6.3 Language dominance of N-EMT groups (check A parents, B children, C teachers) will be determined by the extent each language is used in different domains through various means of communication.

e.g. specify extent descriptively: never, sometimes, always

6.3 A NS
B
C

DOMAINS:	USE NON-ENGLISH LANG.				USE ENGLISH			
	LISTENING	SPEAKING	READING	WRITING	LISTENING	SPEAKING	READING	WRITING
1 Home								
(2) Church								
3 School								
4 Work								
5 Socializing								
6 Neighborhood								
7 film-TV-radio								
8 Magazines, news								
9 Others (specify)								

6.4 If not included in survey, how was student's language dominance determined? 6.4 I 2,3 II 2,3

	I N-EMT	II EMT
1-inferred by use of surname	____	____
(2)-established by formal testing of students	____	____
(3)-assessed by informal means (specify how)	____	____
4-not mentioned how language dominance was determined	____	____

6.5 Sociolinguistic Survey includes: (check all that apply) 6.5 ns

An analysis to determine if an interlanguage exists in the community, (e.g., a mixture of two languages which serves as a single system of communication for a group of people).
1-yes
0-no

Sociolinguistic survey includes items covering:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English 6.6 ns
1-yes
0-no

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language 6.7 ns
1-yes
0-no

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language 6.8 ns
1-yes
0-no

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined? 6.9 ns
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how)_____

6.10 (1)-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) 6.10 1
0-not mentioned. Determines which children are interested in biculltural project.

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

1.___ Language dominance not specified
2.___ Mother tongue not specified
3.___ not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the rest of the chart)

	A-Monolingual	B-Bilingual
I N E Dom. NEMT	N=	N= 6
II E Dom EMT		7

7.1

		No.	%
I	A		
I	B	6	60
II	A		

which serves as a single system of communication for a group of people).
1-yes
0-no

Sociolinguistic survey includes items covering:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English
1-yes
0-no — 6.6 hs

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language
1-yes
0-no — 6.7 hs

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language
1-yes
0-no — 6.8 hs

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined?
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how)_____ — 6.9 hs

6.10 (1) After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) — 6.10 1
0-not mentioned Determines which children are interested in biculltural project.

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

1.___ Language dominance not specified
2.___ Mother tongue not specified
3.___ not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the rest of the chart)

	A-Monolingual	B-Bilingual
I N E Dom. NEMT	N=	N= 6
II E Dom. EMT	N=	N= 2
II_1 E Dom NEMT	N=	N= 2

A Total Number Monolingual ____

B Total Number Bilingual 10

Total Number of Teachers N 10

7.1

		No.	%
I	A		
I	B	6	60
II	A		
II	B	2	20
II_1	A		
II_1	B	2	20
	A	0	
	B	10	100
	N	10	

7.2 Linguistic background of project aides or paraprofessionals, by number:
(indicate non-English language in each box)

1. ____Language dominance not specified
2. ____Mother tongue not specified
3. ____Not specified whether monolingual or bilingual

(If any information is not specified, cross out that heading and complete the rest of the chart)

	A Monolingual	B Bilingual
I N-E Dom N-EMT		1
II E Dom EMT		1
II$_1$ E Dom N-EMT		4

7.2	No.	%
I A		
I B	1	16
II A		
II B	1	16
II$_1$A		
II$_1$B	4	68
A	0	
B	6	100
N	6	

A Total Number Monolingual	B Total Number Bilingual	N Total Number of aides or paraprofessionals
0	6	6

7.3 Language(s) used by bilingual program teachers: 7.3 2
(Mark all that apply)

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

(2)-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s)used by teachers not specified

7.4 Language(s) used by bilingual program aides or paraprofessionals: 7.4 2
(Mark all that apply)

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified

(2)-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

0-language(s) used by bilingual program aides not specified

7.5 Cultural affiliation of teachers, aides, project director and evaluators by number and percent (Mark all that apply) Specify cultural affiliation.

A. Teachers No. % B. Aides No. % C. Proj. Director D. Evaluator(s)No. %

N-EMT	1		I B	1	16
II E Dom EMT	1		II A		
			II B	1	16
II E Dom N-EMT	4		II A		
			II B	4	68
			A	0	
			B	6	100
			N	6	

A Total Number Monolingual	B Total Number Bilingual	N Total Number of aides or paraprofessionals
0	6	6

7.3 Language(s) used by bilingual program teachers: (Mark all that apply) 7.3 2

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

(2)-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s)used by teachers not specified

7.4 Language(s) used by bilingual program aides or paraprofessionals: (Mark all that apply) 7.4 2

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified
(2)-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

0-language(s) used by bilingual program aides not specified

7.5 Cultural affiliation of teachers, aides, project director and evaluators by number and percent (Mark all that apply) Specify cultural affiliation.

A. Teachers	No.	%	B. Aides	No.	%	C. Proj. Director	D. Evaluator(s)	No.	%
NS	10		NS	6		NS 1	NS 1		

0-not specified

(Project did not specify)

7.6 Selection of N-EMT teachers from local community
0-not specified
Number of N-EMT program teachers from local community ____
and % ____of total N-EMT teachers.

7.6 No. 6 % 60

7.7 Number and Proportion of teachers and aides of same cultural background as N-EMT students:
indicate specific percent on the blank, or
if specified descriptively,
1-few
2-some
3-many
4-most
5-more than half
0-not specified

A = teachers
B = aides

7.7 A No. 5 % 50
B 5 34

7.8 Teacher Qualifications - Training and experience prior to project
(Indicate number of teachers with each qualification, if given) 7.8 2,3,4,5,6,7,8,9,10 11,14,15,17

n.s.-qualifications not specified
0-previous courses not specified
1. ____teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
(2) 10 teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency
(3) 5 previous teaching through N-EMT (in country where it is a native language, in Peace Corps) native-like competence
(4) 6 previous teaching in [illegible] area/live in the community
(5) 6 courses in N-EMT lang[illegible]structure and usage/ linguistics or FL trainin
(6) 1 courses in N-E literatu[illegible] or literacy in Spanish
(7) 5 must be bilingual
(8) 10 any previous education through N-EMT/content of courses learned through N-EMT
(9) 2 courses in teaching ESL/audio lingual approach
(10) 4 courses in methods of teaching N-EMT language/language development
(11) 4 courses in methods of teaching content (e.g. math)in N-EMT
12. ____certification in ESL/or experience teaching ESL
13. ____certification in teaching N-EMT
(14) 10 cross cultural courses
(15) 10 courses in the cultural heritage, values, deep culture of N-EMT or travel
16. ____other qualifications, specify
(17) 10 certified

8.0 STAFF DEVELOPMENT See Xerox 7a-e

8.1 A 1,2,3,4,5,6
B 1,2,3,4,5,6

0-No staff training mentioned
8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

	A. For Teachers	B. For Para-professionals
n.s.-Training indicated, but nature not specified	____	____
(1) English as their second language	✓	✓
(2) The teaching of English as a second language	✓	✓
(3) X as their second language	✓	✓
(4) The teaching of X as a second language	✓	✓
(5) Methods of teaching other academic subjects	✓	✓
(6) Methods of teaching other academic subjects in X language	✓	✓

I 1,2,4,7,8,10

B = aides

3-many
4-most
5-more than half
0-not specified

7.8 Teacher Qualifications - Training and experience prior to project (Indicate number of teachers with each qualification, if given) 7.8 2,3,4,5,6,7,8,9,10 11,14,15,17

n.s.-qualifications not specified
0-previous courses not specified

1. ___ teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. 10 teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency
3. 5 previous teaching through N-EMT (in country where it is a native language, in Peace Corps) native-like
4. 6 previous teaching in local area/live in the community competence
5. 6 courses in N-EMT language structure and usage/ linguistics or FL trainin
6. 1 courses in N-F literature/ or literacy in Spanish
7. 5 must be bilingual
8. 10 any previous education through N-EMT/content of courses learned through N-EMT
9. 2 courses in teaching ESL/audio lingual approach
10. 4 courses in methods of teaching N-EMT language/language development
11. 4 courses in methods of teaching content (e.g. math)in N-EMT
12. ___ certification in ESL/or experience teaching ESL
13. ___ certification in teaching N-EMT
14. 10 cross cultural courses
15. 10 courses in the cultural heritage, values, deep culture of N-EMT or travel
16. ___ other qualifications, specify
17. 10 certified

8.0 STAFF DEVELOPMENT See Xerox 7a-e 8.1 A 1,2,3,4,5,6 B 1,2,3,4,5,6

0-No staff training mentioned

8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

	A. For Teachers	B. For Para-professionals
n.s.-Training indicated, but nature not specified	___	___
1-English as their second language	✓	✓
2-The teaching of English as a second language	✓	✓
3-X as their second language	✓	✓
4-The teaching of X as a second language	✓	✓
5-Methods of teaching other academic subjects	✓	✓
6-Methods of teaching other academic subjects in X language	✓	✓

8.2 Stated goals of teacher training are: 8.2 I 1,2,4,7,8,10 II 1,2,4,7,8,10

	Students I N-EMT	Students II EMT
1-Understanding of socio-cultural values and practices of ___	✓	✓
2-Cross-cultural training ___	✓	✓
3-Sensitivity to ethnocentricism and linguistic snobbery ___	___	___
4-Awareness of the social-emotional development of ___	✓	✓
5-Strategies for accomodating the different learning styles of ___	___	___
6-Strategies for cognitive development of ___	___	___
7-Strategies for reinforcing the self-esteem of ___	✓	✓
8-Methods of cross-cultural teaching or teaching the bicultural component ___	✓	✓
9-Formulation of pupil performance objectives ___	___	___
10-Methods of evaluation of pupil performance objectives ___	✓	✓

List specific courses if given (or Xerox and attach)

Question 8.0 7a

9.0 STAFF DEVELOPMENT COMPONENT

	PERFORMANCE OBJECTIVES	NO. OF PERSONNEL	METHOD OF INSTRUCTION	METHOD OF EVALUATION
9.1	Teaching Personnel and Coordinating Teachers			
9.1.1	Each teacher will be able to develop performance objectives, evaluation devices and develop and implement a learning system as	13-14	Summer In-Service Workshop	Written pre-post testing, periodic observation checklist, and director's review of product.
9.1.2	Each teacher will utilize the services of assigned teacher aides and assistants to the optimum as reflected by complying with the responsibilities for such personnel as outlined in the appropriate job descriptions	16	Summer In-Service Workshop	Periodic Observation checklists and Questionaire checklists completed by aides and assistants describing the tasks performed during the period.
9.1.3	Each teacher will be able to apply appropriate social studies and language instruction techniques in their classroom activities as evidenced by exhibiting the characteristics of the performance objectives to be negotiated with the contractor (s) providing the workshop instruction	16	Summer In-Service Workshop	Written Pre- and Post Test Data, periodic classroom observations via a performance criteria checklist and the director's review of the instructional products generated by the teachers.

	PERFORMANCE OBJECTIVES	NO. OF PERSONNEL	METHOD OF INSTRUCTION	METHOD OF EVALUATION
9.1.4	Each coordinating teacher will be able to apply management system analysis design techniques according to the performance objectives to be negotiated with the contractor providing workshop instruction.	2	Summer Workshop	Pre-Post Test plus director's review of management plans and products.
9.2	Teacher Assistants			
9.2.1	Each teacher assistant will be able to perform the duties according to the criteria outlined in the job descriptions	8	Appropriate segments of Summer Workshops plus in-service training and orientation provided by teachers	Written reports from teachers, one each week for 1st month and monthly thereafter.

11.4.3 JOB DESCRIPTION - TEACHER

The specifications for teachers for this project are as follows:

11.4.3.1 Provide classroom instruction

11.4.3.1.1 Language Arts - Knowledge of ESL procedures.

11.4.3.1.1.1 Spanish:
speaking,
reading,
and writing.

11.4.3.1.1.2 English:
speaking,
reading,
and writing.

11.4.3.1.2 Mathematics - must have a working knowledge of the second language.

11.4.3.1.3 Social Studies - a native speaker of Spanish.

11.4.3.1.4 Biology - must have a working knowledge o the second language.

11.4.3.2 Knowledge of a sensitivity to the similarities and differences of the American and the Mexican cultures.

11.4.3.3 Ability to perform teaching duties under constant supervision and observation of project director and district visitors.

11.4.3.4 Sensitivity to innovation and change.

11.4.3.4.1 Understanding that project is experimental in nature.

11.4.3.4.2 Encourage teacher and student creativity.

11.4.3.4.3 Provide for individual differences.

Continuation

(8.0) Staff development - teacher

11.4.3.4.3.1 Develop flexible approaches to teaching.

11.4.3.4.3.2 Work closely with counselors.

11.4.3.5 Develop an individual program of professional growth related to bilingual education.

11.4.3.6 Utilize effectively a multi-media approach to teaching.

11.4.3.7 Program requirements

11.4.3.7.1 Evaluation

11.4.3.7.1.1 Provide information necessary for reports.

11.4.3.7.1.2 Evaluate materials and equipment in light of project objectives.

11.4.3.7.2 Design

11.4.3.7.2.1 Develop instructional package that will enable the project objectives to be achieved.

11.4.3.7.2.2 Participate in project objective setting.

11.4.3.7.3 In-Service

11.4.3.7.3.1 Participate in district in-service program.

11.4.3.7.3.2 Participate in project in-service program.

11.4.3.7.4 Dissemination

11.4.3.7.4.1 Aid in developing appropriate dissemination procedures.

11.4.3.7.4.2 Participate in dissemination procedures.

11.4.3.7.5 Supervision and evaluation of teacher assistants.

Continuation

(8.0) Staff development - teacher

11.4.3.8 Evaluation requirements

11.4.3.8.1 Knowledge of performance criteria instruction and behaviorally stated objectives.

11.4.3.8.1.1 Must be able to write behavioral objectives.

11.4.3.8.1.2 Need to evaluate in terms of stated objectives.

11.4.3.8.2 Develop pre and post tests for each unit of instruction.

11.4.3.8.3 Assist in designing the educational audit and overall program evaluation.

11.4.3.8.4 Provide a functional procedure for ongoing evaluation of students.

11.4.3.8.4.1 Develop mobility between groups.

11.4.3.8.4.2 Allow students to progress at their own rates.

11.4.3.9 Community requirements

11.4.3.9.1 Participate in community information dissemination programs.

11.4.3.9.2 Assist with activities useful to the purposes of the project.

11.4.3.9.3 Develop community contact procedures.

11.4.3.9.3.1 Perform home visitations.

11.4.3.9.3.2 Perform student/parent counseling procedures.

8.3 Methods of Teacher Training: (Mark all that apply) 8.3 1,2,3

1-courses
2-experiential, teaching supervised by master teacher
3-workshops where teachers offer suggestions to each other
4-use of video-tapes of teachers for feedback on how they are doing
5-cross-cultural sensitivity training, t-groups
6-interaction analysis (e.g. Flanders system)
7-other (specify)

8.4 Project provides released time to teachers and paraproffesionals for joint lesson planning: 1-yes 0- not mentioned 8.4 1

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned 8.5 0
How? (specify) _____

8.6 Paraprofessional's role: called Teacher's Assistant 8.6 2,3,4,5,6

See Xerox pa

1-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical
5-contributing to bicultural component
how ? _____
6-liaison with parents

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) 8.7 A 1,6 B 1,6

	A for teachers	B for aides
0-not specified	____	____
1-University faculty	____	____
2-project's Master Teachers	____	____
3-project's teachers	____	____
4-other (specify)	____	____
6-members of project staff	____	____

8.8 Number and Proportion of personnel giving teacher training who are: 8.8

	no.	%
1	4	80
2	4	ns
3	___	___

1-bilingual
2-bicultural
3-N-ENT (specify background)

8.9 Training is provided: 8.9 1,2
1-during a summer session
2-during the academic year
3-other (specify)

8.10 Extent of training: 8.10 A 1 B 5 1

A
1-approximately equivalent to a college course
2-more than one course
3-less than one course
4-other (specify) Summer workshops = 3 semester hours

B (indicate no. of hours)
5 1 weekly
6 _____ monthly
7 _____ bi-monthly

8.11 Number and Proportion of teachers attending training: 8.11 no. 1+ % 100

	or: if specified descriptively, indicate:
0-not specified	6-most
1-100%	7-many
2-more than 75%	8-few
3-50-74%	9-other (specify)_____
4-25-50%	

als for joint lesson planning: (1-yes) 0- not mentioned

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned — 8.5 0
How? (specify) _____

8.6 Paraprofessional's role: called Teacher's Assistant — 8.6 2,3,4,5,6

See Xerox pa

1-teaching whole class
(2)-teaching small groups
(3)-tutoring individually
(4)-clerical
(5)-contributing to bicultural component
how ? _____
(6)-liaison with parents

8.7 Training for project teachers and paraprofessionals is given by: — 8.7 A 1,6 B 1,6

(mark all that apply)	A for teachers	B for aides
0-not specified	____	____
(1)-University faculty	____	____
2-project's Master Teachers	____	____
3-project's teachers	____	____
4-other (specify) (6)-members of project staff	____	____

8.8 Number and Proportion of personnel giving teacher training who are: — 8.8

	no.	%
1	4	80
2	4	ns
3	___	___

1-bilingual
2-bicultural
3-N-EMT (specify background)

8.9 Training is provided: — 8.9 1,2
(1)-during a summer session
(2)-during the academic year
3-other (specify)

8.10 Extent of training: — 8.10 A 1, B 5 1, 6 ____, 7 ____

A (1)-approximately equivalent to a college course
2-more than one course
3-less than one course
4-other (specify) Summer workshops = 3 semester hours

B (indicate no. of hours)
5 1 weekly
6 ____ monthly
7 ____ bi-monthly

8.11 Number and Proportion of teachers attending training: — 8.11 no. 1, % 100

	or: if specified descriptively, indicate:
0-not specified	6-most
(1)-100%	7-many
2-more than 75%	8-few
3-50-74%	9-other (specify)_____
4-25-50%	
5-1-24%	

9.0 TEACHERS' ATTITUDES

9.1 Teachers' attitudes are assessed: (Mark all that apply) — 9.1 2, 8
0-not mentioned
1-to N-EMT language or dialect
(2)-to N-EMT students - expectations of achievement
3-to N-EMT culture

4-prior to participation in bilingual project
5-after project training
6-after participation for a period of time in project

7-through a questionnaire
(8)-other (specify) by videotape

Question 8.6

8a

11.4.4 JOB DESCRIPTION-TEACHER ASSISTANT

The specifications for teacher assistant for this project are as follows:

11.4.4.1 Teacher Assistant

11.4.4.1.1 Perform aid functions in Spanish and English - needs to be bilingual.

11.4.4.1.2 Develop a feeling of empathy for the students assigned under this project.

11.4.4.1.3 Perform teacher assistant functions as assigned by teacher.

11.4.4.1.3.1 Perform small group work.

11.4.4.1.3.2 Perform individual work with students.

11.4.4.1.3.3 Perform paper corrections.

11.4.4.1.3.4 Perform administrative duties.

11.4.4.1.4 Perform community functions

11.4.4.1.4.1 Perform home visitations

11.4.4.1.4.2 Perform project communication functions.

11.4.4.1.4.2.1 Perform group communication functions.

11.4.4.1.4.2.1.1 Perform group meeting functions.

11.4.4.1.4.2.1.2 Perform group newsletter functions.

11.4.4.1.4.2.2 Perform individual communication functions.

10.0 STAFF PATTERNS

10.1 Staff patterns: (mark all that apply)
0-not specified
1-team teaching
2-cluster teaching
3-shared resource teacher
4-other (specify) _____

10.2 Staff:
1-bilingual teacher
2-ESL teacher
3-bilingual coordinator
4-aides or paraprofessionals
5-consultant psychotherapist or guidance counselor
6-other (specify)_____

10.1 1,3,
10.2 1,2,3,4,5 - consultants

10.3 Average number of pupils per class:
0-not specified
10.3 30

10.4 Average number of aides or paraprofessionals per class:
0-not specified
10.4 1

10.5 Average number of N-EMT or bilingual aides (or paraprofessionals) per clas:
0-not specified
10.5 1

10.6 Special aide to pupils having most difficulty in learning is given:
1-individually
2-in small groups
0-not specified

by:
3-teacher
4-special remedial teacher
5-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

10.6 1,2,3,5,7,8

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT See Xerox 9a

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)	I NE DOM NEMT	II E DOM EMT	II_1 E DOM NEMT
0-not specified how long			
1-as the alternative language of learning for as long as desired	____	____	____
2-as the medium of instruction for special subject matter (e.g. cultural heritage)	____	____	____
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English	____	____	____

11.1 I 2
II 2
II_1 2

(to develop those skills and competencies in English and Span. which will enable each individual to *

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue?

11.2 ns

0-not mentioned
if for a particular number of years:
1 2 3 4 5 6 7 8 9 10 11 12 13
... ...

(if specified in terms of a condition, please state it - e.g. "if a child begins learning in N-EMT and English in Pre-K, N-EMT instruction should continue through high-school")

10.3 Average number of pupils per class: 10.3 30
0-not specified

10.4 Average number of aides or paraprofessionals per class: 10.4 1
0-not specified

10.5 Average number of N-EMT or bilingual aides (or para-professionals) per clas: 10.5 1
0-not specified

10.6 Special aide to pupils having most difficulty in learning is given: 10.6 1, 2, 3, 5, 7, 8

(1)-individually
(2)-in small groups
0-not specified

by: (3)-teacher
4-special remedial teacher
(5)-paraprofessional
6-parent tutor
(7)-older student tutor
(8)-peer tutor
9-not specified
10-no special help given

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT See Xerox 9a

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)	I NE DOM NEMT	II E DOM EMT	II_1 E DOM NEMT
0-not specified how long			
1-as the alternative language of learning for as long as desired	____	____	____
2-as the medium of instruction for special subject matter (e.g. cultural heritage)	____	____	____
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English	____	____	____

11.1 I 2
II 2
II_1 2

(to develop those skills and competencies in English and Span. which will enable each individual to *

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue? 11.2 NS

0-not mentioned
if for a particular number of years:
1 2 3 4 5 6 7 8 9 10 11 12 13
.. ..

(if specified in terms of a condition, please state it - e.g. "if a child begins learning in N-EMT and English in Pre-K, N-EMT instruction should continue through high-school")

-1 =
-2 =

Duration of Bilingual Education (in practice) (Mark all that apply)

11.3 Second language learning is introduced in which grade: 11.3 I 7
code: C= N.A. (if no EMT) II 7
13= 14= II_1 7

for each group	N.A.	Pre-K	K	1	2	3	4	5	6	(7)	8	9	10	11	12
I N-E DOM	...	...	...	...	...	...	...	...	...	✓	...	...	...	...	...
II E DOM	...	...	...	...	...	...	...	...	...	✓	...	...	...	...	...
II_1 E DOM/NEMT	..	...	...	...	...	...	...	...	...	✓	...	...	...	...	...

* function in a society where predominant Lang. is not his native lang.)

Question 11.0

MISSION STATEMENT

Bilingual education is instruction in two languages and the use of these two languages as media of instruction for any or all parts of the curriculum.

The Calexico Intercultural Design, hereafter referred to as CID, is a bilingual education program designed to meet the specific educational needs of pupils in Grades 7-9 who have little or no English-speaking ability and who come from environments where the dominant language is other than English. It is also designed to involve pupils in the same grade levels on a voluntary basis who are already partly bilingual but whose main competency is English.

The primary objectives for the students in this target group is to develop those skills and competencies in English and Spanish which will enable each individual to function in a society whose predominant language is other than his native language.

Social Studies will be the vehicle utilized to instill an acculturation pattern in the target group of students, with such areas as the basic study skills, History of the United States, World Geography, and the California State requirements. These will be taught bilingually.

The Language Arts will include sequential instruction in speaking, reading, and writing English and Spanish.

Sub-Objective:

In order to achieve the above, the CID will be able, via an educational and financial audit, to submit evidence that:

1. Measureable learning gain in a target staff population indicative that behavioral change has taken place during the course of staff training as measured by agreed upon pre and post-test behavioral performance objectives;
2. The performance requirements of all logistical considerations relating to the project have been met;
3. The financial PPB model of cost analysis and accounting has been successfully employed in this program;
4. All performance contracts with internal staff as well as those sub-contracts for the provision of outside technical assistance have been fulfilled as measured by specific work statement criteria;
5. A wide variety of community resource personnel have been actively involved in the planning, implementation, and audit phases of the project as evidenced by response indicators specified by the design requirements;
6. A dissemination network has been set up, maintained, and monitored as to its effectiveness via response gest questionaires sent to receivers;
7. LAP (Learning Achievement Packages) instructional materials have been designed and tested according to criteria agreed upon during staff training sessions and as specified during the educational audit.

A series of charts have been developed to simplify this year's evaluation. A great amount of pertinent data is not available due to the time constraints imposed by the evaluator. This data will be collated and disseminated in the final report and the report of the audit team.

SUMMARY - DESCRIPTION OF PROJECT 9C

The Calexico Bilingual Program is funded by Title VII of the Elementary and Secondary Education Act for the 1969-70 school year. The Calexico Intercultural Design, hereafter referred to as CID, was named after the Spanish Epic poem.

"Make it unique," "make it different," "make it innovative" . . . unique, different, innovative are words educators hear from all corners. These are the watchwords of current curriculum development and those of us who have undertaken such development have found ourselves responding to these words as mandates. The times seem to be so enamored with the "new" that it becomes virtually an imperative for the present.

The Calexico Bilingual Project is basically a program to enhance the chances of success in school for the bilingual student. The goals and objectives are spelled out in detail in the introduction and "mission statement" of the official project proposal. Excerpts from the proposal will serve to best describe the new program for bilingual students in Calexico.

The activities within the project are designed primarily to improve the educational opportunities and performance of students in grades seven through nine who speak little or no English. Their "native language" will be used as the medium of instruction while at the same time introduce them to instruction in the English language. There will also be a group of students involved whose main competency is in the English language. This group will be learning and developing proficiency in the speaking, reading and writing of Spanish. These students are taught as a single class under the tutelage of bilingual teachers. A total of 180 students are participating in the project.

There are two classes at each grade level beginning at grade seven and continuing through grade nine. Thirty students are enrolled in each class. The project criteria specifies that approximately two-thirds of the students speak Spanish as the predominant language, and that a third speak English as the predominant language.

Eighty-seven percent of the students in the Calexico Unified School District come from homes where Spanish is the dominant language. Because of the proximity of Calexico to Mexico, many of the children in Calexico schools retain ties to the country from which their parents came. One of the purposes of the project is to bring to the student the cultural and language skills of the society in which he is now a member, while at the same time giving him a knowledge of his dominant culture.

Social studies will be the vehicle utilized to instill an acculturation pattern in the target group of students in such subject areas as the basic study skills, History of the United States, World Geography, and the California Requirements. These will be taught bilingually. Language arts will include sequential instruction in speaking, reading and writing Spanish.

Six bilingual teacher are on the teaching staff and bilingual aides are provided to assist these teachers. Because of the lack of "ready made" materials for instruction, the project teachers spend a half day, following morning instruction, in the development of social studies and language arts materials suitable for the bilingual classes. Entirely new materials have to be developed wherein existing materials are not available. On occasions, the teachers translate English materials to Spanish and Spanish materials to English.

An intensive in-service training program for the teachers is included in the project. The Calexico Unified School District is very fortunate in that the United States Office of Education and the California State Department of Education have realized the problems facing Calexico. Most of our students are bilingual and we feel that the use of their native language as a tool of instruction will speed the learning process. Our ultimate goal is to graduate students from our high school who understand two cultures and are truly bilingual.

The project is to be expanded each year for five years until all grade levels, kindergarten through grade twelve, are included and most subject areas of the curriculum taught in Spanish and English.

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11.0 Instructional Component

3.2 PLAN FOR THE SECOND YEAR OF OPERATION

In keeping with the spirit with the proposal submitted to the United States Office of Education in May, 1969, the Calexico Unified School District is submitting the following modified proposal for refunding. In the original proposal, bilingual-bicultural education was to be expanded vertically in grades and horizontally in curriculum through a period of five years until grades K-12 in most curriculum areas were taught with the bilingual-bicultural approach. During this second phase of implementation, it was proposed that curriculum be expanded in a modified fashion and that the project be expanded upward into the tenth grade to follow those students in the target population who are now ninth graders. It will be expanded downward into grades four, five, and six to begin to prepare the target population for progress in bilingual education at the higher grade levels. The curriculum addition at the tenth grade level will be bilingual biology. In addition, the target population at the tenth grade level will continue to study English Language Arts, Spanish Language Arts, and Social Studies taught within a bilingual matrix. To the ninth grade curriculum, the CID will add Algebra I to be taught within the bilingual matrix. It is necessary to add biology and algebra to the existing curriculum of Social Studies and Language Arts in order to accomplish one of the most important unstated objectives of bilingual education. That objective is to assure, within the constraints of time and skill, that youngsters from the target population will be able to meet the requirements of the Calexico Unified School District and the State of California for graduation. In order for a student to receive a high school diploma, he must include in his high school program world history and geography, United States history, American government, first aid, drug and narcotic education, driver education, algebra, biology, and English.

The second phase of the program development proposes to continue the Estudiantina which was developed in mid-year during the first year's operation and to extend this upward into the tenth grade as the target population progress through completion so that thos students who have been introduced to it will be able to continue in the second year. -

The second phase of the CID junior high school curriculum will continue in the same manner as the first year's program envisioned. The Social Studies framework will continue to be refined and applied as the vehicle of bilingual instruction in the seventh and eighth grades with the continuation of instruction in English and Spanish Language skills.

The teaching-learning situation in the fourth, fifth, and sixth grades differs significantly from that of the seventh through tenth grades; hence, modification and alterations are required. In the Calexico Unified School District, the concept of the self-contained classroom is an integral part of the elementary school philosophy. The CID accepts the validity of the self-contained philosophy and wishes to encourage the development of the bilingual-bicultural attitudes within the framework of the self-contained classroom. Therefore, the curriculum design contained within this second phase of development involves all such areas normally taught in the curriculum of these grades. The CID proposes to continue the development of LAP's, materials, and curriculum for bilingual-bicultural instruction in the subject areas of English Language Arts, Spanish Language Arts, and Social Studies for grades four through six. The remaining part of the curriculum for these grades will be taught in the that language which seems most appropriate to the students and the subject at the time. It will remain the objective of CID to teach the recent immigrants from Mexico and the Mexican-American students whose language development in English

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(11.0)

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makes learning in a curriculum taught in English difficult. In order to meet the requirements of the long-range CID objectives and in order to maintain the advantages of self-contained classrooms, the second phase of CID proposes to utilize team-teaching in an ungraded situation at grades four, five, and six. This will allow for the flexibility of scheduling and staff utilization necessary to implement the CID and to provide for some release time for curriculum construction and materials development.

The second phase of CID will continue the refinement of curriculum materials already begun, the construction of learning achievement packages with the pre and post-test concept of assessment in the Social Studies from grades four through ten, and the instruction of English and Spanish Language Arts skills in grades four through ten.

(11.0)

4.0 MODIFICATION OF LONG-RANGE PLANS

In the first year proposal for Project CID, it was envisioned that vertical articulation would be initiated to the high school as well as down to the elementary levels. This would develop a K-12 curriculum by 1974. Current thinking amongst curriculum project directors in bilingual education indicates a trend towards starting such instruction as early as possible and continuing such efforts over the five year funding period. This does not appear to be inconsistant with the desing of Project CID except that the Calexico effort, because it started in the junior high level, must articulate development in two directions. Some modification of the long-range plans will be forthcoming this year in the choice of other academic vehicles of instruction. Further modification will be suggested as a result of this year's program. (See Figure I and Ia.)

The Calexico Unified School District CID Bilingual Project for the 1970-71 school year will expand vertically to include grades four through ten. There will be two bilingual sections of approximately 30-35 students in each grade level. One-third will be monolingual English, one-third will be monolingual Spanish, and one-third will be bilingual, for a total of 420-490 students.

The elementary program, grades four through six, will be located at the Rockwood Elementary School in which all subjects will be taught bilingually, in a team-teaching non-graded situation. Eight teachers, and four teacher-assistants will make up two teaching teams at the elementary level. Each team will have six members and have approximately 90-105 students. The coordinating teacher will be responsible to coordinate all activities for the elementary bilingual program.

11.0

The intermediate program, grades 7-8, will be located at the De Anza Junior High School in which Social Studies, English, and Spanish will be taught bilingually. The staff will consist of four teachers and three teacher-assistants. The coordinating teacher will be responsible to coordinate the bilingual program for the De Anza Junior High School and the Calexico High School.

The secondary program, grades 9-10, will be located at the Calexico High School in which algebra, Social Studies, English, Spanish, and biology will be taught bilingually. The staff will consist of four teachers and two teacher-assistants.

11.4 The current project will be linked to a future Bilingual Program at the indicated grade level: (indicate specific grade)

code:	00 (if no EMT)	0 not specified	grades 1-3	4-6	7-9	10-12	13-college	14 Voc. training
I N-E DOM	---	---	---	---	---	---	---	---
II E-DOM - EMT	---	---	---	---	---	✓	---	---
II$_1$ E-DOM/NEMT	---	---	---	---	---	✓	---	---

code: 13=College or University (Other professional training) 14=Federal, State, or Private Vocational Job training

11.4 I 10
II 10
I_1 10

11.5 Second language learning for English dominant students is projected through grade:

11.5 I_2 12
II 12

code:	00 if no EMT	0 not specified	1	2	3	4	5	6	7	8	9	10	11	12
II EMT	---	---	---	---	---	---	---	---	---	---	---	---	---	✓
II$_1$ N-EMT/E Dom	---	---	---	---	---	---	---	---	---	---	---	---	---	✓

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11.6 Learning in their native language for Non-English dominant students is projected through grade:

11.6 12

O=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 (12)

11.7 The amount of instructional time in and through their native language per day for N-EMT students who are N-E dominant is:

See Xerox 10a

code: O=not specified m=math s = science ss = social studies

	11.7 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EMT
Pre K				Pre K
K				K
1				1
2				2
3				3
4				4
5				5
6				6
7	80	280	SS	7 28%
8	80	280	SS	8 28%
9	120	300	SS	9 40%
10	120	300	bio, M, SS	10 40%
11				11
12				12

11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is:

code: 0 = not specified N.A. = not applicable, no N-EMT, E dom students

	11.10 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-EMT
PreK				Pre K
1				1
2				2
3				3

11.5 Second language learning for English dominant students is projected through grade: 11.5 I 12 II 12

	code:	00 if no EMT	0 not specified	grades 1	2	3	4	5	6	7	8	9	10	11	(12)
II	EMT														✓
II	N-EMT/E Dom														✓

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11.6 Learning in their native language for Non-English dominant students is projected through grade: 11.6 12

O=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 (12)

11.7 The amount of instructional time in and through their native language per day for N-EMT students who are N-E dominant is:

See Xerox 10a

code: O=not specified m=math s = science ss = social studies

	11.7 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EMT
Pre K				Pre K
K				K
1				1
2				2
3				3
4				4
5				5
6				6
(7)	80	280	SS	7 28%
(8)	80	280	SS	8 28%
(9)	120	300	SS	9 40%
(10)	120	300	bio, M, SS	10 40%
11				11
12				12

11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is:

code: 0 = not specified N.A. = not applicable, no N-EMT, E dom students

	11.10 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-EMT
PreK				Pre K
1				1
2				2
3				3
4				4
5				5
6				6
(7)	80	280	SS	7 28%
(8)	80	280	SS	8 28%
(9)	120	300	SS	9 40%
(10)	120	300	bio, M, SS	10 40%
11				11
12				12

Project entered

TEAM-TEACHING 11.3

ROCKWOOD ELEMENTARY SCHOOL

TENTATIVE TEAM-TEACHING SCHEDULE

SPANISH, LANG. ARTS ART, HEALTH, MUSIC	BILINGUAL SOC. SCIENCE	MATH AND SCIENCE	BILINGUAL SOC. SCIENCE	MATH AND SCIENCE	READING AND ENGLISH LANGUAGE ARTS	SPANISH, LANG. ARTS ART, HEALTH, MUSIC
4th Gr. Homeroom Pledge & Roll Mixed Grouping	5th Gr. Homeroom Pledge & Roll Mixed Grouping		5th Gr. Homeroom Pledge & Roll Mixed Grouping		6th Gr. Homeroom Pledge & Roll Mixed Grouping	6th Gr. Homeroom Pledge & Roll Mixed Grouping
4th Gr. Spanish	5th Gr. Social Science	CURRICULUM DEVELOPMENT	5th Gr. Social Science	CURRICULUM DEVELOPMENT	6th Gr. Reading & Language Arts	6th Gr. Spanish
RECESS	RECESS		RECESS		CONFERENCE	RECESS
4th Gr. Spanish	CURRICULUM DEVELOPMENT	5th Gr. Math & Science	CURRICULUM DEVELOPMENT	5th Gr. Math & Science	6th Gr. Reading & Language Arts	6th Gr. Spanish
CONFERENCE	CONFERENCE	P. E.	CONFERENCE	P. E.	P. E.	CONFERENCE
LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
CURRICULUM DEVELOPMENT	4th Gr. Social Science	4th Gr. Math & Science	6th Gr. Social Science	6th Gr. Math & Science	5th Gr. Reading & Language Arts	CURRICULUM DEVELOPMENT
	RECESS	RECESS	RECESS	RECESS	CURRICULUM DEVELOPMENT	
5th Gr. Spanish	4th Gr. Social Science	4th Gr. Math & Science	6th Gr. Social Science	6th Gr. Math & Science		5th Gr. Spanish

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ROCKWOOD ELEMENTARY SCHOOL

TENTATIVE TEAM-TEACHING SCHEDULE

	READING AND ENGLISH LANGUAGE ARTS	SPANISH, LANG. ARTS ART, HEALTH, MUSIC	BILINGUAL SOC. SCIENCE	MATH AND SCIENCE	BILINGUAL SOC. SCIENCE	MATH AND SCIENCE	READING AND ENG LANGUAGE ART
5 Minutes 9:00-9:05	4th Gr. Homeroom Pledge & Roll Mixed Grouping	4th Gr. Homeroom Pledge & Roll Mixed Grouping	5th Gr. Homeroom Pledge & Roll Mixed Grouping	CURRICULUM DEVELOPMENT	5th Gr. Homeroom Pledge & Roll Mixed Grouping	CURRICULUM DEVELOPMENT	6th Gr. Homeroo Pledge & Roll Mixed Grouping
70 Minutes 9:05-10:15	4th Gr. Reading & Language Arts	4th Gr. Spanish	5th Gr. Social Science		5th Gr. Social Science		6th Gr. Reading & Language Arts
15 Minutes 10:15-10:30	CONFERENCE	RECESS	RECESS		RECESS		CONFERENCE
70 Minutes 10:30-11:40	4th Gr. Reading & Language Arts	4th Gr. Spanish	CURRICULUM DEVELOPMENT	5th Gr. Math & Science	CURRICULUM DEVELOPMENT	5th Gr. Math & Science	6th Gr. Reading & Language Arts
20 Minutes 11:40-12:00	P. E.	CONFERENCE	CONFERENCE	P. E.	CONFERENCE	P. E.	P. E.
60 Minutes 12:00-1:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
70 Minutes 1:00-2:10	5th Gr. Reading & Language Arts	CURRICULUM DEVELOPMENT	4th Gr. Social Science	4th Gr. Math & Science	6th Gr. Social Science	6th Gr. Math & Science	5th Gr. Readin & Language Art
10 Minutes 2:10-2:20	CURRICULUM DEVELOPMENT		RECESS	RECESS	RECESS	RECESS	CURRICULUM DEVELOPMENT
70 Minutes 2:20-3:30		5th Gr. Spanish	4th Gr. Social Science	4th Gr. Math & Science	6th Gr. Social Science	6th Gr. Math & Science	

Question 11.7

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11.13 1-Program is one-way - only non-English Mother Tongue students (including N-EMT-English dominant). English Mother tongue students do not receive instruction in a second language
0-no English Mother tongue students
(2- 2 way) → EMT learn the second language

11.13 2

11.14 The amount of instructional time in and through their second language for pupils who are native speakers of English is:

code: 0 = not specified N.A. = not applicable, no English MT students

	11.14 Min. per day of instruction through N-EMT	Total min. per day of any instruction	11.15 Subjects taught in second lang.	11.16 % of time per day of instruction through N-EMT
PreK				Pre K
1				1
2				2
3				3
4				4
5				5
6				6
(7)	ns	280	SS, Lang.	7 ns
(8)	ns	280	SS, Lang.	8 ns
(9)	ns	300	M, Bio, Lang, SS	9 ns
(10)	ns	300	M, Bio, Lang, SS	10 ns
11				11
12				12

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply)

11.17 2,3,5

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
(2)-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
(3)-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.
(5)-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.
8-other (summarize)

12.0 METHODS OF SECOND LANGUAGE TEACHING

(Mark all that apply; some projects may use a combination of methods)

12.0 1,2,3

(1)-Audio-lingual habit skills or behavioral approach. Emphasis

	Min. per day of instruction through N-EMT	Total min. per day of any instruction	Subjects taught in second lang.	% of time per day of instruction through N-EMT
PreK				Pre K
1				1
2				2
3				3
4				4
5				5
6				6
(7)	ns	280	SS, Lang.	7 ns
(8)	ns	280	SS, Lang.	8 ns
(9)	ns	300	M, Bio, Lang, SS	9 ns
(10)	ns	300	M, Bio, Lang, SS	10 ns
11				11
12				12

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply) 11.17 2,3,5

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
(2)-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
(3)-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.
(5)-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.
8-other (summarize)

12.0 METHODS OF SECOND LANGUAGE TEACHING

(Mark all that apply; some projects may use a combination of methods) 12.0 1,2,3

C.43

(1)-Audio-lingual habit skills or behavioral approach. Emphasis on communication. Includes contrastive analysis of sounds (units) in both languages by teacher and students, student repitition of tapes and/or fluent teachers' model sentence patterns until responses are automatic. Structural drills and dialogues are systematically presented. Includes direct association between object and word in second language in a sequence of patterns learned in complete sentences. Inductive-generalizations drawn from examples.

(2)-Transformational-cognitive approach
Acquiring an understanding of the structural patterns or grammatical rules of a language.

2a-inductive -generative approach: through listening to communication, perhaps of peers, and attempting the new language in situations which call for the student to generate sentences - test his understanding. (the way native language is acquired)
Includes direct association between object, picture or action and word in second language.

2b-deductive - the cognitive code approach: through initial formal study and analysis of grammatical structures, then applying them through examples, i.e. answering questions, or transforming affirmative sentences to negative, declarative to interrogative, active to passive.

(3)-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I		II	
	Non Eng dom students		Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:

13.1 IB 3
IIB 3

1-concurrently with dominant language listening-speaking skills	—	—	C 45-7
2-after a specified level of competency achieved in listening-speaking skills in dominant language	—	—	See Xerox 12a-c
(3)-a specified period of time after listening-speaking skills in dominant language taught	✓	✓	

13.2 ALM sequence followed:

13.2 IA 2,3,4
IB 2,3,4
IIA 2,3,4
IIB 2,3,4

1-Listening-speaking proficiency precedes introduction of reading	—	—	—	—
(2)-Reading is taught concurrently with listening-speaking skills	✓	✓	✓	✓
(3)-Learning to read overlaps learning of listening-speaking skills	✓	✓	✓	✓
(4)-There is some overlap between learning to read and to write	✓	✓	✓	✓

C 45
P 45 47 67

13.3 Listening-speaking proficiency determined by:

13.3 IA NS
IB 1,2
IIA NS
IIB 1,2

1-measure of listening-speaking proficiency	—	✓	—	✓
2-informal assessment by teacher	—	✓	—	✓

to negative, declarative to interrogative, active to passive.

3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I Non Eng dom students		II Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:

13.1 IB 3
IIB 3

1-concurrently with dominant language listening-speaking skills	---		---	
2-after a specified level of competency achieved in listening-speaking skills in dominant language	---		---	
3-a specified period of time after listening-speaking skills in dominant language taught	✓		✓	

C 45-7
See Xerox 12a-c

13.2 ALM sequence followed:

13.2 IA 2,3,4
IB 2,3,4
IIA 2,3,4
IIB 2,3,4

1-Listening-speaking proficiency precedes introduction of reading	---	---	---	---
2-Reading is taught concurrently with listening-speaking skills	✓	✓	✓	✓
3-Learning to read overlaps learning of listening-speaking skills	✓	✓	✓	✓
4-There is some overlap between learning to read and to write	✓	✓	✓	✓

C 45
P 47
67

13.3 Listening-speaking proficiency determined by:

13.3 IA NS
IB 1,2
IIA NS
IIB 1,2

1-measure of listening-speaking proficiency	---	✓	---	✓
2-informal assessment by teacher	---	✓	---	✓

13.4 Second language reading skills are learned:

13.4 IB 1
IIB 1

1-concurrently with learning to read in dominant language	✓		✓	
2-after a specified level of dominant language reading competence achievement	---		---	
3-a specified period of time after learning to read in dominant language (e.g. a specific grade)	---		---	
4-before learning to read in dominant language	---		---	

Question 13.1

INSTRUCTIONAL COMPONENT

ENGLISH LANGUAGE ARTS

5.3 MONOLINGUAL SPANISH (7-10)

PERFORMANCE OBJECTIVES

5.3.P. From baseline positions of mean pupils performance in Grades 7, 8, 9, and 10 established during the weeks of Sept. 27-Oct. 1 on the Nelson Reading Test and the Calexico oral-aural English Test administered to all monolingual Spanish speaking pupils in the targe population, such pupils will demonstrate a statistically significant increase in test scores on the same tests administered during the week of May 10-14, 1971. Statistical significance will be determined by t-test from frequency distributions of raw scores.

PROCEDURES

5.3.1.1 Using a curriculum based upon objectives such as the following:

100% of the students word-recognition ability will have shown improvement as measured by teacher-made pre and post tests.

75% of the students will show a year's growth in reading comprehension as measured by the Nelson standarized reading test.

75% of the students will demonstrate an increased in reading as manifested in each student checking out at least one paperback from the classroom library on their own accord.

Teachers will develop curriculum based on similar objectives in order to achieve the performance requirement.

INSTRUCTIONAL COMPONENT

5.4 SPANISH LANGUAGE ARTS - BILINGUAL AND MONOLINGUAL ENGLISH (7-10)

PERFORMANCE OBJECTIVES

5.4.1 From baseline positions of mean pupil performance in Grades 7, 8, 9, and 10 established during the weeks of September 27-October 1, 1970 on the MLA, Form MA, to all target pupils will demonstrate a statistically significant increase in test scores on Form MB of the same test administered during the week of May 20-25, 1971. Statistical significance will be determined by t-test from the frequency distributions of raw scores.

PROCEDURES

5.4.1.1 Using objectives such as those listed below, the teachers will instruct all students in the target population in the Spanish Language Arts.

75% of all students with 100% accuracy will be able to identify, recite, use, and write:

(a) present and past participles

(b) shortening of adjectives

(c) object pronouns (lo, la, los, las)

(d) personal pronouns

(e) most commonly used affirmative and negative commands.

(f) comparative and superlative forms of adjectives

(g) the use of the infinitive with object pronouns after prepositions.

As measured by teacher-made oral test, written test, and teacher observation.

90% of all students will be able to write with ease a dictation exercise in Spanish based on previously studied materials from the Spanish textbook as measured by the teacher.

80% of all students will be able to read a magazine or newspaper article in Spanish and be able to state in Spanish a brief summary of the article both orally and written ad measured by the teacher.

75% of all students will be able to write a 1,000 word essay in Spanish on a topic of their choice as measured by the teacher.

Teachers will develop a curriculum based on similar objectives in order to achieve the performance requirements.

INSTRUCTIONAL COMPONENT

5.5 SPANISH LANGUAGE ARTS MONOLINGUAL SPANISH (7-10)

PERFORMANCE OBJECTIVES

5.5.1 From baseline positions of mean pupil performance in Grades 7, 8, 9 and 10 established during the weeks of Sept. 27-Oct. 1, 1970 on the MLA from MA to all target pupils will demonstrate a statistically significant increase in test scores on Form MB of the same test administered during the week of May 20-25, 1971. Statistical significance will be determined by t-test from the frequency distributions of raw scores.

PROCEDURES

5.5.1.1 Using objectives such as those listed below the teachers will instruct all students in the target population in the Spanish Language Arts.

Conjugate in "present" and "past" tense the 10 most common verbs (including the verb "to be") with 90% accuracy as measured by a teacher-made test.

Spell correctly in Spanish a minimum of 15 of 20 vocabulary words selected at random given orally to be written in Spanish.

Translate an English written paragraph into Spanish with 90% accuracy in structure as measured by performance.

Given a list of twenty verbs derived from Ser and Estar, 90% of the students will correctly mark with "S" or "E" 90% of these verbs to indicate the infinitive form from which it was derived.

Teachers will develop curriculum based on similar objectives in order to achieve the performance requirement.

	I Non Eng dom students A dom lang	I Non Eng dom students B second lang	II Eng dom students A dom lang	II Eng dom students B second lang
13.5 Reading is introduced: A-individually, when child is ready or at a specific time during grade: K	___	___	___	___
1	___	___	___	___
2	___	___	___	___
3	___	___	___	___
13.6 Reading readiness is determined by: 1-test of reading readiness	___	___	___	___
2-informal teacher assessment	___	___	___	___
13.7 Grade level reading is expected: 1-in first grade	___	___	___	___
2-in second grade	___	___	___	___
3-in third grade	___	___	___	___
4-in fourth grade	___	___	___	___
5-in fifth grade	___	___	___	___
6-in sixth grade	___	___	___	___
7-other (specify)	___	___	___	___

13.5 IA ns
IB
IIA
IIB

Program

13.6 IA
IB
IIA
IIB

13.7 IA
IB
IIA
IIB

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected:
1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

13.8 IB ns
IIB ___

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply)

14.0 I 2, 4
II 2, 4

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		___
2-Second language learning is both a separate subject and also a medium of instruction for other subjects.	✓	✓
3-Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development.	___	___

Cp 30

4-Academic content taught in the native

13.6 Reading readiness is determined by:
1-test of reading readiness
2-informal teacher assessment

13.6 IA
IB
IIA
IIB

13.7 Grade level reading is expected:
1-in first grade
2-in second grade
3-in third grade
4-in fourth grade
5-in fifth grade
6-in sixth grade
7-other (specify)

13.7 IA
IB
IIA
IIB

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected:
1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

13.8 IB ns
IIB

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply)

14.0 I 2, 4
II 2, 4

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		
2-Second language learning is both a separate subject and also a medium of instruction for other subjects.	✓	✓
3-Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development.		
4-Academic content taught in the native language is used as the referential content of second language learning (the same concept taught in the native language is taught in the second language).	✓	✓
5-Different academic content is taught in the second language from that which is taught in the native language.		
0-not specified		
6-other (specify)		

Cp 30

Question 14.0 13a

2.4.9.0 "Social Studies will be the vehicle utilized to instill an acculturation pattern in the target group of students, with such areas as the basic study skills, History of the United States, World Geography and the California State requirements being taught bilingually."

PERFORMANCE OBJECTIVE:

2.4.9.1 Project personnel who are assigned to teach Social Studies, under the direction of the resource consultant, will continue to develop and refine the Social Studies outline begun during the initial proposal development. They will construct a LAP to the specifications of the resource consultant. They will teach the LAP and evaluate the performance with the resource consultant. They will participate in the development of scheduling procedures for the target population as evidenced by continual review of daily and weekly activities and a changing of scheduling when this is required by the imperatives of the teaching-learning situation.

They will cooperate with teachers in the Spanish Language Arts and English Language Arts in programming learning experiences for the target population as evidenced by incorporating language experiences into the Social Studies curriculum.

Project personnel who are assigned to teach Spanish Language Arts and English Language Arts will cooperate with Social Studies teachers by including in the Spanish and English Language Arts classes appropriate materials and exercises.

All Project personnel will study the acculturation process under the direction of the resource consultant and will increase their knowledge of this process as evidenced by their ability to write more precise and

15.0 TREATMENT OF CHILD'S LANGUAGE:

	I Non Eng. dom. students A -in dom. lang.		II Eng. dom. students A Eng.	B 2nd lang.
1-The child's language is respected. It is not corrected, rather, all of the child's speech is accepted. However, the teacher provides a model of the standard language aiming toward child's eventual control of the standard form.	—	—	—	—
2-The child's language is corrected- the teacher points out errors and demonstrates the standard form.	✓	✓	✓	✓
3-Other (specify)	—	—	—	—
0-Not specified	—	—	—	—

15.0 IA 2
IB 2
IIA 2
IIB 2

(Project entered)

16.0 MATERIALS

16.1 Reading Materials-Types
Reading Materials are: (mark all that apply)

	16.1 IA	IB	IIA	IIB
1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.)	—	—	—	—
2-Basal readers	—	—	—	—
3-Dialect readers	—	—	—	—
(4)-Experience charts (stories dictated by children)	✓5	—	—	✓5
(5)- magazines, newspapers, Mexican textbooks				

16.2 If some reading material is in the child's dialect, indicate how long it is used:

	16.2 IA	IIA
1-Grade 1	NA	NA
2-Grade 2		
3-Grade 3		
4-Beyond Grade 3		
0-not specified		

(Please indicate / on line -)

16.3 The following are techniques and materials used for second language learning:

0-none specified	—	—
(1)-pattern drills	1	1
2-dialog memorization	—	—
(3)-choral repetition	3	3
(4)-songs	4	4
(5)-programmed instruction, Language masters	5	5
(6)-stories read to children	6	6
AUDIO VISUAL AIDES		
(7)-films, filmstrips	7	7
8-flannel or magnetic boards	—	—
9-realia, graphic displays	—	—
(10)-records, tapes	10	10
(11)-listening centers	11	11

aiming toward child's eventual control of the standard form. ___ ___ ___ ___

2-The child's language is corrected- the teacher points out errors and demonstrates the standard form. ✓ ✓ ✓ ✓

3-Other (specify) ___ ___ ___ ___

0-Not specified ___ ___ ___ ___

16.0 MATERIALS

16.1 Reading Materials-Types

Reading Materials are: (mark all that apply)

1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.) 16.1 IA___ IB___ IIA___ IIB___

2-Basal readers ___ ___ ___ ___

3-Dialect readers ___ ___ ___ ___

(4)-Experience charts (stories dictated by children) ✓5 ___ ___ ✓5

(5)- magazines, newspapers, Mexican textbooks

16.2 If some reading material is in the child's dialect, indicate how long it is used: 16.2 IA NA IIA NA

1-Grade 1
2-Grade 2
3-Grade 3
4-Beyond Grade 3
0-not specified

(Please indicate [illegible] on line -)

16.3 The following are techniques and materials used for second language learning:

0-none specified ___ ___
(1)-pattern drills 1 1
2-dialog memorization ___ ___
(3)-choral repetition 3 3
(4)-songs 4 4
(5)-programmed instruction, Language masters 5 5
(6)-stories read to children 6 6

AUDIO VISUAL AIDES

(7)-films, filmstrips 7 7
8-flannel or magnetic boards ___ ___
9-realia, graphic displays ___ ___
(10)-records, tapes 10 10
(11)-listening centers 11 11
(12)-multi-media approach 12 12

Experiential:

13-role playing ___ ___
14-puppetry ___ ___
15-experience charts ___ ___
16-primary typewriter ___ ___
(17)-learning through direct experience with materials e.g. Montessori 17 17
18-activity centers-chosen by child ___ ___
19-other (specify) ___ ___

Learning outside the classroom:

(20)-field trips 20 20
(21)-suggested TV programs 21 21
(22)-other (specify) ___ ___

16.4 The sources of Non-English materials and textbooks are: (mark all that apply) 16.4 1, 2, 3, 9, 10, 11

0-not specified
1-are written by native speakers of that language
2-commercially prepared and published in countries where N-E is the native language
3-developed by the project's own bilingual staff
4-developed by the staff of another bilingual project (specify which)
5-developed in conjenction with project parents
6-developed by or with members of N-EMT community
7-are culturally appropriate for N-E culture (specify how this is determined)
8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1

0-not specified
1-xerox attached-page and document

Sullivan's Programmed Reading
The Read System (Bilingual C 98 readers)
LAP- Language Achievement Packages

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 1

0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify) Continual regrouping throughout the year with emphasis on small group and individual instruction.
n.a. - (no EMT students)

17.2 Students are grouped for language instruction: (mark all that apply) 17.2 1, 2, 3

	A-more than ½ the time	B Less than ½ the time
0-not specified		
1-total class	✓	
2-small groups (specify size)	✓	
3-individual instruction	✓	

the ideal is an individualized reading program

17.3 Criteria for grouping:

	Students I Non Eng dom	II Eng dom EMT	II$_1$ Eng dom NEMT
0-not specified			
1-by age			
2-by native language	✓	✓	✓
3-by dominant language			
4-by language proficiency (ex. level of reading skill)	✓	✓	✓ (general ability)
n.a. not applicable (no E.dom/NEMT)			

18.0 TUTORING

(specify how this is determined)
8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
0-not specified
1-xerox attached-page and document
Sullivan's Programmed Reading
The Read O System (Bilingual C 98 readers)
LAP - Language Achievement Packages

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 1
0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify) Continual regrouping throughout the year with emphasis on small group and individual instruction.
n.a. - (no LEP students)

17.2 Students are grouped for language instruction: 17.2 1,2,3
(mark all that apply) A-more than ½ the time B Less than ½ the time
0-not specified
1-total class ✓
2-small groups (specify size) ✓
3-individual instruction ✓
the ideal is an individualized reading program

17.3 Criteria for grouping:

0-not specified	I Non Eng dom	Students II Eng dom EMT	II$_1$ Eng dom NEMT
1-by age			
2-by native language	✓	✓	✓
3-by dominant language			
4-by language proficiency (ex. level of reading skill)	✓	✓	✓ (general ability)
n.a. not applicable (no E.dom/NEMT)			

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply) 18.1 3,4
no-not mentioned
0-type is not specified
1-inter-ethnic (N-EMT student tutors EMT students)
2-intra-ethnic (N-EMT student tutors N-EMT)
3-done by older children (cross age)
4-done by peers (same age)
5-other (specify) _____

18.2 Paraprofessionals or aides give tutoring or instruction as follows: 18.2 2,3,4,5
0-area not specified
1-inter-ethnic (N-EMT aide tutors EMT student)
2-in the acquisition of native language skills
3-in the acquisition of second language skills
4-in other academic subjects
5-intra-ethnic - NEMT aide tutors N-EMT students

C69

18.3 Parent tutoring: (mark all that apply) 18.3 NO

no-not mentioned
0-type not specified
1-inter-ethnic parent tutoring is used
2-intra-ethnic parent tutoring is used

Parents are trained to become tutors for their children:
3-in the home by a home-visiting teacher
4-in an adult education component
5-in school through observation and guidance of teacher
6-as parent volunteers who tutor during the school day
7-materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS 19.0 3,4,5,11,16

The stated curriculum pattern of the bilingual project:
1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)
2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
(3)-flexible or modular scheduling
(4)-small group instruction
(5)-individualized learning
6-open classroom
7-guided discovery and inquiry
8-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:
(11)- self-contained classroom
(16)- team-teaching

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through: 20.1 n.A
0-method not mentioned
1-structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development
2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
3-labeling and discussion of concepts related to time, space, distance, position
4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
5-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's guidance rather than teacher demonstration.
6-direct experience of math through discovery rather than instruction
7-other (specify or xerox) p. no. and document:

NO -K-4

7-materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS

19.0 3,4,5,11,16

The stated curriculum pattern of the bilingual project:

1-Except for inclusion of N-ENT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)

2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
(3)-flexible or modular scheduling
(4)-small group instruction
(5)-individualized learning
6-open classroom
7-guided discovery and inquiry
8-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:
(11)- self-contained classroom
(16)- team-teaching

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:

0-method not mentioned
20.1 n.A
1-structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development
2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
3-labeling and discussion of concepts related to time, space, distance, position
4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
5-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's guidance rather than teacher demonstration.
6-direct experience of math through discovery rather than instruction
7-other (specify or xerox) p. no. and document:

NO -K-4

20.2 Cognitive development in later grades (grade 4 and above)

0-method not mentioned
20.2 1
1-specify or xerox p. no. and document
n.a.-no grade 4 or later grades

Sullivan Series of Programmed Math

21.0 SELF-ESTEEM 21.0 4, 5, 6, 7, 8, 19 11

Stated methods of project compenent expected to increase self-esteem:
no-self-esteem not mentioned as an objective
0-self-esteem is an objective but methods not specified
Teacher encourages pupil to verbally express his feelings:
1-through role-playing
2-puppetry
3-language-experience approach: students dictate stories from their own experience
4-teacher accepts, acknowledges ideas and feelings
5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing (Estudiantina (chorus)
6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
7-teacher provides experiences leading to competency and success
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9-other (specify) (xerox or summarize) document page #

see Xerox 17a

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:
10-pupils act as tutors for other pupils
11-puils have some options in choice of curriculum
12-pupils choose activities from a variety of interest centers
13-older puils participate in curriculum planning and/or development
14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify)

22.0 LEARNING STRATEGIES 22.0 0

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group:
(specify or xerox) Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

23.0 BICULTURAL COMPONENT

23.1 This program is: 23.1 2, 6
1-bilingual alone
2-bilingual and bicultural

4-teacher accepts, acknowledges ideas and feelings
5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing (Estudiantina (chorus)
6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
7-teacher provides experiences leading to competency and success
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9-other (specify) (xerox or summarize) document page #

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:
10-pupils act as tutors for other pupils
11-puils have some options in choice of curriculum
12-pupils choose activities from a variety of interest centers
13-older puils participate in curriculum planning and/or development
14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify)

22.0 LEARNING STRATEGIES 22.0 0

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group: (specify or xerox) Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

23.0 BICULTURAL COMPONENT

23.1 This program is: 23.1 2,6
1-bilingual alone
2-bilingual and bicultural
3-bilingual and multicultural
0-not specified as to which of the above
4-an ethnic studies program is included in the bilingual program
5-art, posters, realia, crafts of both cultures are exhibited in the classroom
6-language and cultural content are integrated
7-other (specify)

Question 21.0 17a

(21.0) Self-Esteem 7

All pupils who were finally selected were volunteers from the list of nominations provided through the method described above. Instruction in English and Spanish Language Arts and bilingual instruction in Social Studies in grades 7, 8, and 9 was begun on September 10, 1969 with a full complement of 180 students. The original concept of 1/3 monolingual English, 1/3 monolingual Spanish, and 1/3 bilingual was not obtained in the ninth grade program. Due to the previous Title III Bilingual Program which was strictly for monolingual Spanish-speaking children, an attitude prevailed among high school students and teachers to think of the bilingual program as synonymous with lower status.

Generally speaking, the bilingual program was looked upon by high school students and teachers as an ESL program for monolingual Spanish-speaking students. Bilingual and monolingual English-speaking students did not enroll in the bilingual program because they were afraid that the monolingual Spanish-speaking students would slow them down and that they would lose out in the subject content and would not be adequately prepared to compete with college-bound students.

Our ninth grade pupils are faced with greater difficulties in school in the areas of performance, self-esteem, and social acceptance than the seventh and eighth grade students. It became necessary to incorporate some activity that would reinforce their cultural values and promote their self-esteem. The CID staff instituted an Estudiantina to help bridge the cultural and language gap.

The Estudiantina is a student choral and musical group whose focus of attention is participation and expression of learning through the medium of music. Students would learn about Mexican and American culture and history through music. In addition, they would be learning English through music. This required students to think carefully and respond emotionally rather than react in a purely intellectual abstract fashion.

23.2 Cross-cultural awareness: 23.2 0
If project mentions specific values or modes of behavior of N-EMT culture, please summarize below: (or attach xerox)
found in document ....., page # .....
0-not mentioned

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 0
0-none mentioned

23.4 In the bicultural compenent knowledge of the N-EMT culture involves (mark all that apply) 23.4 1, 2, 4, 6
0-no bicultural component mentioned
(1)-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
(2)- Historical-cultural heritage of the past--contributions to art and science
3-'Deep' culture: family patterns and contemporary way of life.
(4)-Itemization of surface aspects of a country--geography, dates of holidays etc.
5-A specific culture only e.g. one Indian tribe
(6)-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)
7-A third culture different from NEMT or EMT
8-Other (specify)

See Xerox 18a

" acculturation pattern "

23.5 American culture is defined: 23.5 2
0-not specified
1-narrowly: primarily Anglo-Saxon orientation
(2)-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for: 24.1 1, 3
0-group not specified
(1)-project children
2-adults of the project community
(3)-teachers

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 0

0-none mentioned

23.4 In the bicultural compenent knowledge of the N-EMT culture involves (mark all that apply) 23.4 1, 2, 4, 6

0-no bicultural component mentioned

See Xerox 18a

(1)-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements

(2)-Historical-cultural heritage of the past--contributions to art and science

3-'Deep' culture: family patterns and contemporary way of life.

(4)-Itemization of surface aspects of a country--geography, dates of holidays etc.

5-A specific culture only e.g. one Indian tribe

(6)-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)

7-A third culture different from NEMT or EMT

8-Other (specify)

" acculturation pattern "

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0-not specified

1-narrowly: primarily Anglo-Saxon orientation

(2)-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed

3-other(indicate document and page number for xerox) or elaborate in your own words

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for: 24.1 1, 3

0-group not specified

(1)-project children

2-adults of the project community

(3)-teachers

no-bilingual library not mentioned

24.2 An ethnic studies library is provided for: 24.2 3

0-group not specified

1-project children

2-adults of the project community

(3)-teachers

no-ethnic studies library not mentioned

23.4 Question 23.4 18a

2.2 REVIEW OF FIRST YEAR'S OPERATIONS

2.2.1 The general objective of the first year's program for PROJECT CID was expressed in the MISSION STATEMENT as follows:

MISSION STATEMENT

Bilingual education is instruction in two languages and the use of these two languages as media of instruction for any or all parts of the curriculum.

The Calexico Intercultural Design, hereafter referred to as CID, is a bilingual education program designed to meet the specific educational needs of pupils in Grades 7-9 who have little or no English-speaking ability and who come from environments where the dominant language is other than English. It is also designed to involve pupils in the same grade levels on a voluntary basis who are already partly bilingual but whose main competency is English.

The primary objectives for the students in this target group is to develop those skills and competencies in English and Spanish which will enable each individual to function in a society whose predominant language is other than his native language.

Social Studies will be the vehicle utilized to instill an acculturation pattern in the target group of students, with such areas as the basic study skills, History of the United States, World Geography, and the California State requirements. These will be taught bilingually.

The Language Arts will include sequential instruction in speaking, reading, and writing English and Spanish.

24.3 Provision is made by the school for informing the parents and community about the program through: (Mark all that apply) 24.3 1, 2, 5, 6, 7, 8, 9, 11

0-method not specified
no-no provision for informing community
(1) a bilingual newsletter
(2) a monolingual newsletter
3-news sent to mass media.
4-if articles included with project, check 4
(5) bilingual fliers sent home
(6) formal meetings
(7) informal meetings open to entire community
(8) meetings conducted in both languages
(9) home visits
10-other (specify)
(11) project director personally involved in program dissemination. specify how

Cp 64
See Xerox 19a, b

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 1, 2, 4, 6, 8

0-type not specified
no-not sought
(1) existing community groups working with program (business and professional organizations)
(2) bilingual questionnaires
3-community-school staff committees, conferences
(4) community advisory groups
5-formal meetins open to the entire community
(6) informal meetings with community groups
7-other (specify)
(8) project director personally seeks involvement of community in program. specify how: He will report to parent groups other than parents of target population. He will address local and professional groups; seek general advice from community leaders; develop specific questions to pose to community which will create a feed back system.

24.5 The school keeps informed about community interests, events and problems through: 24.5 1, 2, 4

no-no mention of school seeking to be informed about community
(1) meetings open to the entire community conducted in both languages
(2) community representatives to the school
3-bilingual questionnaire sent to the home
(4) home visits by school personnel
5-other (specify)
0-method not specified

Cp. 22

24.6 The school is open to the community through: 24.6 2

0-not mentioned
no-school is not open to community for community use
1-opening school facilities to the community at large for use after school hours and on weekends
(2) providing adult education courses
3-other (specify)

7-informal meetings open to entire community
8-meetings conducted in both languages
9-home visits
10-other (specify)
11-project director personally involved in program dissemination. specify how

19a, b

24.4 Community involvement in the formulation of school policies and programs is sought through:

24.4 1, 2, 4, 6, 8

0-type not specified
no-not sought
1-existing community groups working with program (business and professional organizations)
2-bilingual questionnaires
3-community-school staff committees, conferences
4-community advisory groups
5-formal meetins open to the entire community
6-informal meetings with community groups
7-other (specify)
8-project director personally seeks involvement of community in program. specify how: He will report to parent groups other than parents of target population. He will address local and professional groups; seek general advice from community leaders; develop specific questions to pose to community which will create a feed back system.

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no-no mention of school seeking to be informed about community
1-meetings open to the entire community conducted in both languages
2-community representatives to the school
3-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify)
0-method not specified

C p. 22

24.6 The school is open to the community through:

24.6 2

0-not mentioned
no-school is not open to community for community use
1-opening school facilities to the community at large for use after school hours and on weekends
2-providing adult education courses
3-other (specify)

25.0 IMPACT EVALUATION

25.1 Project mentions description or dissemination of the bilingual program through:

25.1 1, 3, 4, 5, 6, 7

1-newspaper articles, newsletters
2-radio programs
3-TV programs
4-video-tapes
5-films, slides
6-visitors to observe the program
7-newsletters

Question 24.3

10.0 PARENTAL/COMMUNITY INVOLVEMENT COMPONENT

	PERFORMANCE OBJECTIVES	METHOD	EVALUATION
10.1	The Parents		
	10.1.1 Each parent of the students participating in the bilingual program will be able to define the concept of bilingual education and explain its purpose to an interested party.	Group parent orientation.	Sample: Individual responses elicit from members of the group during orientation.
	10.1.2 Each parent will reflect a positive attitude toward bilingual education and the participation of their children as evidenced by positive answers on a questionaire.	Group parent orientation and individual discussions with project staff plus public dissemination media.	Brief questionaire distributed at end of orientation and follow-up home visits by project personnel when negative response to questionaire is indicated.
	10.1.3 Each parent will provide assistance in improving and up-grading the instructional component by providing written or verbal feedback to specific questions directed to them at various points in the program.	Formal questionaires and/or personal interviews.	Objective review of responses by project personnel and report to project director on results and recommendations.
10.2	The Community		
	10.2.1 Elements of the community concerned with the goals and objectives of bilingual education will be informed on a regular basis of the specific progress and achievements of the project in terms of student performance and accomplishment. They will provide evaluative feedback regarding their opinions of the appropriateness and effectiveness of the information device and of the program itself.	See the communication sub-system, page .	Periodic requests for comments in the form of brief objective questionaires mailed to addressees. The questionaire will be designed to acquire feedback regarding the adequacy of the dissemination device and of the CID Project.

25.2 Project's impact: 25.2 0

1-Project mentions that other classes in the school, but not in the program have picked up methods or material from the bilingual program
2-Project mentions other schools in the local educational system have started bilingual programs
3-Project mentions that a University has instituted teacher training courses in bilingual education to meet staff development needs

26.0 ROLE OF EVALUATOR

26.1 Evaluator has field tested, on a group of children who are of the same language, culture and grade levels as the children in the bilingual program: 26.1 0

0-not mentioned
1-published measures
2-staff developed measures
3-staff translations of published measures
4-staff adaptations of published measures

26.2 Evaluator has personally observed students in the program: 26.2 1

0-not mentioned
no-never
1-once or twice during the year
2-more than twice
3-regularly
4-other (specify)

26.3 Evaluator has met with teachers: 26.3 3

0-not mentioned
no-never
1-once or twice during year
2-more than twice
3-regularly
4-other (specify)

27.0 EVALUATION PROCEDURE

27.1 0-not specified 27.1 NS
1-A comparison group has been chosen
2-A comparison group will be chosen

27.2 0-not specified (mark all that apply) 27.2 2, 4
1-Pre-tests have been given to project group or sample
2- " will be " "
3-Post-tests have been given to project group or sample
4- " will be " "
5-Pre-tests have been given to comparison group
6- " will be " "
7-Post-tests have been given to comparison group
8- " will be " "